



THE UNIVERSITY *of* EDINBURGH  
Careers Service

# MAKING THE MOST OF YOUR PHD INTERNSHIP

SETTING GOALS,  
REVIEWING PROGRESS,  
AND TROUBLESHOOTING



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# MAKING THE MOST OF YOUR PHD INTERNSHIP

A PhD internship is an excellent way to enhance your skillset, broaden your network, and gain valuable experience of work outside academia during the course of your doctoral studies. This leaflet offers guidance on how to manage your internship once it is underway, covering goal-setting right from the start and progress-reviewing throughout, to ensure you get the most out of the experience. It also offers advice on a number of common issues that may arise during your internship and some useful links for further research. The exercises in the Appendix provide space for your own reflections and tools for understanding your working style and your role within a team. These may be valuable to complete during the internship itself and will provide an excellent basis for drawing out everything you have gained from the experience for your CV and other relevant documents in the future. Most importantly, remember that a PhD internship should be a valuable and enjoyable experience, of benefit to both you and your host organisation, designed to complement, rather than conflict with, your doctoral studies.

## 1. SETTING GOALS

If you have read the first leaflet in this series, *Thinking about a PhD Internship*, you'll already have a good idea of what to expect from your internship and some thoughts about what you want to get out of the experience. You should also have identified a host organisation and discussed the timing, logistics, and broad objectives of your internship project with them, as well as with your PhD supervisor. If so, now is a great time to identify some more specific goals for your internshi





Consider the following questions when setting specific goals for your PhD internship:

**What is it I want to achieve?** If you completed the Skills Assessment and Setting Goals exercise in the first leaflet in this series, *Thinking about a PhD Internship*, you will have some ideas about areas of your personal and professional life that you would like to focus on during your PhD internship. Reflecting on this in conjunction with the four key development areas - knowledge, skills, network, and experience – should help you to identify specific goals that you want to achieve.

**How do I plan to get there?** Think about how you are going to achieve your goals by making your objectives SMART – Specific Measurable, Achievable, Realistic, and within a Timescale.

**What barriers do I need to overcome?** We all have traits that stop us developing new skills or experience. Make sure you understand what your own constraints are and think of strategies to deal with them. Also consider external factors that could prevent you from achieving your goals - try to identify these and think of how you can minimise their impact.

**Are there people/organisations who can help me?** Pinpoint key people within your host organisation in order to identify how they may be able to help you achieve your objectives. Speak to your PhD supervisor, other members of your academic department, and the Careers Service to see how they can help too.

**What and where are the resources which can help me?** Think creatively about all opportunities and resources that will be available to you during your internship. This may be people to speak with, training courses offered by Human Resources or other departments within the company, a piece of equipment or software that they use, or others.

**Do I need to complete a task by a certain time?** Agree realistic timescales with your host organisation and assign a completion date to every objective and task. You may want to set daily, weekly or monthly targets depending upon the format of your internship. Arrange meetings with your line manager regularly to discuss your progress.

**How will I measure my success?** Knowing your own measures of success and the host organisations desired outcomes will enable you to review your progress, and to learn from your experiences, both good and bad.

**There's space to record answers to these questions in Exercise 1: Setting goals, in the Appendix.**





## ENHANCING YOUR EXPERIENCE

A PhD internship is a great challenge to take on during your doctoral studies. As with any challenge you are bound to come across difficulties you hadn't anticipated during the course of your internship. This provides a good opportunity to gain a better understanding of your professional self, experience and adapt to a new workplace, and improve your organisational and communication skills. The following sections offer you the chance to think about your working style and the workplace you will be entering in a little more detail, as well as providing guidance on managing some of the common issues that may arise during your internship.

### 1.1 YOUR WORKING STYLE

Understanding your own approach to work, the way you take on information and like to communicate, and the character traits that contribute to your interaction with others provide some of the most effective ways to manage any challenges you may face during your PhD internship. One widely used tool for understanding and reflecting on your working style is the Myers-Briggs Type Indicator (MBTI). This tool can help you to think about how you like to communicate, gather information, make decisions, and organise your work. In doing so you will be better equipped to recognise aspects of your working style that may conflict with those of others and become more aware of how to adapt and accommodate this. The table below offers an insight into some of the key individual differences that are identified by the MBTI system. These are divided into four sets of pairs:

E/I    S/N    T/F    J/P



When looking at the table think about which letter in each pair best describes your own approach to work and write this down. You will end up with one of sixteen possible combinations, each of which is described in detail through the MBTI system. This preliminary exercise offers only a brief snapshot into the system but should encourage you to think about your working style and how this may affect you during your internship. This may be particularly helpful when balancing the potentially very different demands of doctoral research and a professional internship position. You can read more about MBTI [here](#).



**The MBTI system**

Think about where you get your energy from.	Think about how you seek out and take on information.	Think about how you make decisions.	Think about your lifestyle and interactions with others.
<b>Extraversion (E)</b>	<b>Sensing (S)</b>	<b>Thinking (T)</b>	<b>Judging (J)</b>
<p>Changes topics and opinions as dialogue progresses</p> <p>Asks lots of spur of the moment questions</p> <p>Overlaps and interrupts others</p>	<p>Seeks facts, details, concrete examples</p> <p>Links information to immediate applications</p> <p>Prefers practical, plain language</p>	<p>May debate or challenge information</p> <p>Uses precise and concise language</p> <p>Needs to know “why?”</p> <p>Asks “Is this logical?”</p>	<p>Prefers structured and scheduled interactions</p> <p>Is uncomfortable with unfocused, open-ended, discussions</p>
<b>Introversion (I)</b>	<b>iNtuition (N)</b>	<b>Feeling (F)</b>	<b>Perceiving (P)</b>
<p>Needs time to think before changing perspectives</p> <p>Shares well thought out ideas or questions</p> <p>Is comfortable with silence</p>	<p>Becomes bored or impatient with details</p> <p>Likes to brainstorm, play with ideas or imagine what could be</p> <p>Uses metaphors, analogies and other symbolic language</p>	<p>Shares personal situations, case histories, stories and examples</p> <p>Likes making links to and connections with others</p> <p>Focuses on atmosphere and harmony</p> <p>Asks “Will anyone be unhappy?”</p>	<p>Seeks input from others exactly when they need it</p> <p>Prefers open-ended discussions and language to conclusive statements</p>

**What are your preferences?**

**There’s more space to consider how your working style may impact on your PhD internship in Exercise 2: Your Working Style, in the Appendix.**

1.2 YOUR TEAM-WORKING STYLE

In addition to understanding your individual working style, it may be useful to consider your working style as part of a team. Again, this is particularly relevant when facing the different challenges presented by a PhD internship, where you may be working as part of a much larger project or team, when contrasted with the more individual approach often required of doctoral study. By understanding your role within a team, you can develop your strengths and manage your weaknesses as a team member, and so improve how you contribute to the team.



A popular tool for identifying team-working styles is the Belbin Team Roles system used to identify behavioral strengths and weaknesses in the workplace. This tool can help you think about what role you play in relation to other members of a working group and focus on what you can most usefully contribute. Belbin identified nine team roles and categorised these into three groups: Action Oriented, People Oriented, and Thought Oriented.

**Belbin Team Roles**

Action oriented	People oriented	Thought oriented
<b>Implementers</b> plan a practical, workable strategy and carry it out as efficiently as possible.	<b>Co-ordinators</b> focus on the team’s objectives, involve team members and delegate work appropriately.	<b>Plants</b> are highly creative and good at solving problems in unconventional ways.
<b>Completer Finishers</b> are most effectively used at the end of a task, to “polish” and scrutinise the work for errors, subjecting it to the highest standards of quality control.	<b>Resource Investigators</b> provided knowledge on competitors and made sure that the team’s idea would translate to the wider world.	<b>Monitor Evaluators</b> provide a logical eye, makes impartial judgements and weigh up the team’s options in a dispassionate way.
<b>Shapers</b> provide the necessary drive to ensure that the team keep moving and does not lose focus or momentum.	<b>Teamworkers</b> help the team to gel, using their versatility to identify the work required and complete it on behalf of the team.	<b>Specialists</b> are individuals with in-depth knowledge of a key area essential to the task.

Each team role is associated with typical behavioural and interpersonal strengths. This information can be used to build productive working relationships, raise self-awareness and personal effectiveness, and build mutual trust and understanding. You may also take on different team roles in different circumstances or teams. You can find out more about the Belbin team roles system [here](#).

**What’s your team role?**

There’s more space to consider how your typical team role may impact on your PhD internship in **Exercise 3: Your Team-Working Style**, in the Appendix.





### 1.3 WORKPLACE CULTURE

Making an effort from the outset to understand the working culture of your host organisation is a good way to ensure that you will be able to work and communicate effectively during your PhD internship, avoiding any potential conflict or miscommunication that can arise from divergent approaches or attitudes to the workplace. In order to build up a picture of your host organisation consider the following factors that influence workplace culture:

History of the organisation

Goals and objectives of the organisation

Management structure (for example, hierarchical or flat)

Rigid structures and policies or more flexible attitudes towards these

Formal or more informal interactions and exchanges with colleagues

Forums for voicing opinions and/or concerns

Large or small teams, or individual working

Flexible or rigid working hours

Attitudes towards overtime

Any national cultural influences (for example, a company which has its head-quarters in one country may be influenced by the cultural norms of that country even if they are operating elsewhere)



### 1.4 UK WORKPLACE: SOME NORMS



Professionalism: value and exhibit honesty, integrity and accountability, take responsibility for your own work and carry out agreed activities.

Maintaining your specialist knowledge: keep your specialist knowledge up to date, engage in professional development if possible, be open to new ideas, and ensure you keep abreast of the latest developments in your field, putting these into practice where you can.

Be aware of the limitations and scope of your knowledge and practice: know and understand where your job ends and someone else's begins, know when to ask for help from others in order to deliver a quality service.

Empowering others: be happy to impart knowledge and experience to others.





## 1.5 EXPANDING YOUR NETWORK

While you are working on your internship use the experience wisely and look for opportunities beyond the project. Use the opportunity to meet others and ask those you meet about their thoughts on the industry, the organisation, their career path and so on. Take an interest in the wider organisation and find out what others are working on. If something in particular interests you then try to find out more; ask if you can shadow someone for the day or perhaps attend some meetings. You may also want to look for relevant conferences or industry events and attend these. As you meet others remember that you are building your professional network. Connect on LinkedIn (or other networking sites) and exchange email addresses.

## 2. REVIEWING PROGRESS

Keeping a record of progress during your PhD internship is a good way to check whether you are meeting your objectives and will help when discussing your internship experience with your line manager and PhD supervisor. It's likely that you will want a record of what you have achieved after you've completed your internship too, as this will be useful material for your CV, and for future interviews. Reviewing progress as you go will allow you to capture details that you may forget at a later date and will be a valuable time-saver when it comes to marketing your internship effectively. Consider reviewing progress regularly throughout your internship. The following questions will be useful:

### **Reviewing project goals:**

- What tasks have you completed?
- Who have you spoken with? How have they helped?
- What training have you attended / received?
- Have you written any reports or given any presentations?
- Are you on track for milestones to achieve by this date? If not why not?
- What problems have you faced? Have these been resolved?
- If not, how might you resolve these?
- Who might you contact for advice or information?
- What have you still to achieve in your project?
- What specific action are you going to take and when?





### Reviewing personal development:

How does your progress in skills development compare to the plan you set yourself? Have you developed any new skills or attributes? Have you further developed an existing or recent skill?

Have you encountered any problems you've had to overcome?

What is still to be achieved? What do you need to do to achieve these goals?

What help might you need?

What upcoming opportunities can you take advantage of?

What specifically do you need to do and by when?

What insights have you gained into the wider organisation and the career opportunities in this sector?

Could this influence your career goals in any way?

In order to keep track of your progress you may want to revisit the **Researcher Development Framework** exercise from the first leaflet in this series. This is provided in **Exercise 4: Evaluating and planning your professional development using the researcher development framework** in the Appendix. This will help you to answer the above questions. There's space to record your answers to these in **Exercise 5: Reviewing Progress, in the Appendix.**

## 2.1 PROGRESS REVIEW MEETINGS

**Meeting with your line manager** or other dedicated contacts within your host organisation regularly is going to be important to the success of your project and also to achieving your personal development goals. When you set out the initial roles and responsibilities of those involved in the internship you should agree how often you will meet formally with your line manager, although there may be opportunities for additional conversations. Make sure that you are clear on whether your manager would like communication in advance, of the topics you will bring to the meeting, or if they are happy for you just to turn up and discuss progress. There may be times when you don't feel you have any specific questions for your line manager or any progress to report. However, it is likely to still be worth keeping the meeting you have scheduled. Once you start to talk about the task you have been undertaking and people you have been communicating with, your line manager will be able to provide a different and useful perspective.



### Meetings with your PhD Supervisor(s):

If you are completing your internship in one large chunk, e.g. on a three month full-time basis, make sure that you agree with your PhD supervisor, when and how you will keep in touch. These meetings will allow you to formally update your supervisor on your progress during your internship. Try to think of the update as a way of helping your supervisor to see the benefits of your internship for your academic research and the department, rather than just to you as an individual.



If you are completing your internship part-time over a longer period you may feel you are seeing your supervisor regularly anyway. However it would still be useful to book in a ring-fenced time around the mid-point of your internship to discuss your progress. Otherwise this might get missed during other meetings where your doctoral research takes precedence.

At the end of your internship another meeting can update both parties on developments since the mid-internship meeting. Most importantly at this meeting you can discuss any implications your internship has had for your PhD research and agree any actions for you to cascade knowledge into your department. You can also discuss possible avenues on how to use your new network of contacts to benefit your research, career and the department.

## 3. TROUBLESHOOTING

The following offers guidance on dealing with some **common specific concerns** that may arise during a PhD internship:

### **Not enough work...**

Be proactive. Think how you might add value to the basic task. Could you do further research on areas that complement the project? What tasks are the rest of the department working on? Is there an opportunity for you to volunteer? This could take pressure off a colleague and give you an opportunity to develop a new skill or work on a development need. What else did you identify in your initial action plan? Should you be approaching someone from another department to ask about their work or take time to shadow them?



### **Not enough direction and/or feedback...**

Be prepared to ask questions if you feel you are not getting enough clear direction during the course of your internship or are not receiving sufficient feedback on your progress. Ask your line manager about your performance on specific aspects of your work. Ask valued colleagues if they would have approached a task any differently.

### **Your hours are longer than agreed...**

If the project is larger than expected or the daily/weekly task allocated to you are unmanageable, then you need to speak to your line manager. You should firstly reflect on why this is so; is it because there is too much work or is there an issue with how efficiently you are approaching the work which could highlight a training need. Ask for a meeting to discuss your schedule and training if you think this is appropriate. Explain that you had expected a certain number of hours, you are unable to put in more time and let them know why. This may be especially important if you are doing your internship part-time over a long period to complement your PhD research.

### **You are being asked to undertake a large number of low skilled tasks...**

Compare yourself to other staff in the team. Do they all take a turn at making tea and complete their own photocopying? Are you being asked on a regular basis to cover the duties of an absent junior member of staff? If you feel you are being given more than your share of administrative tasks then speak with your line manager. Consider in advance how you will raise the issue. Don't go to them with a complaint but a genuine concern that you may not meet your aims and objectives if you get side-tracked by less core activities.

### **You were promised reimbursement for expenses...**

If you have spent money on transport or subsistence make sure you keep receipts. Ask your manager how and when you should claim these back. Aim to put claims in at least monthly so you are never owed too large an amount.



## USEFUL LINKS:

### YOUR PHD INTERNSHIP

<b>MBTI personality profile</b>	Learn more about the <b>Myers-Briggs Type Indicator (MBTI)</b> via the Myers-Briggs Foundation.	<a href="http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/home.htm?bhcp=1">http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/home.htm?bhcp=1</a>
<b>Belbin team roles profile</b>	Learn more about the <b>Belbin Team roles</b> .	<a href="http://www.belbin.com/">http://www.belbin.com/</a>
<b>Researcher Development Framework</b>	Learn more about the <b>Researcher Development Framework</b> , developed by Vitae.	<a href="https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework">https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework</a>
<b>Workshops for PhD students</b>	Search and sign up for a variety of workshops, including the Careers Service Introduction to MBTI, via the University of Edinburgh's <b>Institute for Academic Development</b> .	<a href="http://www.ed.ac.uk/institute-academic-development/postgraduate/doctoral">http://www.ed.ac.uk/institute-academic-development/postgraduate/doctoral</a>

### YOUR CAREER AFTER A PHD

<b>Careers for PhDs</b>	Overview of <b>career options</b> following your PhD and a guide to making career decisions.	<a href="http://www.ed.ac.uk/schools-departments/careers/postgrad/phd">www.ed.ac.uk/schools-departments/careers/postgrad/phd</a>
<b>Career planning</b>	Advice from the University of Edinburgh's <b>Careers Service</b> on planning a post PhD career.	<a href="http://www.ed.ac.uk/schools-departments/careers/using-careers-service/career-planning">www.ed.ac.uk/schools-departments/careers/using-careers-service/career-planning</a>
<b>Guide to occupations</b>	Useful resource for exploring <b>employment sectors</b> and potential roles in your field.	<a href="http://www.ed.ac.uk/schools-departments/careers/explore/occupations">www.ed.ac.uk/schools-departments/careers/explore/occupations</a>
<b>Book a consultation</b>	Discuss your PhD internship, or any aspect of your post PhD career, confidentially with a <b>Careers Consultant</b> .	<a href="https://www.ed.ac.uk/careers/students/career-essentials-quick-links/quick-links">https://www.ed.ac.uk/careers/students/career-essentials-quick-links/quick-links</a>



# APPENDIX

## EXERCISES FOR MAKING THE MOST OF YOUR PHD INTERNSHIP

### EXERCISE 1: SETTING GOALS

The table below is designed to help PhD students embarking on an internship to identify personal goals they want to develop during their internship. To help you to do this, think about your goal setting based on your knowledge, skills, network and your future career plans. If you have read the first leaflet in this series 'Thinking About a PhD Internship' you may have already completed the first part of this exercise. If so, try completing the second part of the exercise thinking about the specific internship you are now embarking on in a more focused way. You will have the opportunity to review this exercise at the end of your internship ('Moving on from your PhD Internship' leaflet) and it will be interesting to compare your personal and professional development after you have completed your work experience.

<b>Knowledge:</b> gaining knowledge of an occupational area, employer, or industry sector.	
Do you want to develop knowledge of a specific job role or gain a better understanding about the range of opportunities within the specific industry sector? Give details of how you could do this and what areas you are interested in investigating further.	
Are you interested in finding out if the workplace differs from academia and if so in what ways?	
Do you want to gain information or experience that will be relevant to your research area? If so, what?	
<b>Skills:</b> developing or improving specific technical or transferable skills	



<p>Do you want to gain experience in a technical skill area (which may or may not be related to your research)? If so, what?</p>	
<p>Do you want to increase confidence in using certain transferable skills or applying them in a different context, e.g. leadership, team work, negotiation?</p> <p><i>(Note: Completing Exercise 2: Evaluating and planning your professional development using the Researcher Development Framework, in the first leaflet in this series this will help you to answer these questions and gain a deeper understanding of your personal goals in relation to your skills).</i></p>	
<p><b>Network:</b> extending your professional and social network</p>	
<p>Your new employer will be able to provide you with insights into new areas, and / or expose you to different ideas and perspectives on your research, working practices, or other topics. Is there anything in particular you would like to know? Do you want to record this and how may you utilise the information you may gain?</p>	
<p>People you meet during your internship may be useful contacts for now or in the future. What kind of information / support would you be looking for from contacts? How will you keep in touch with the people you meet? Do you need to set up a LinkedIn page before you start your internship?</p>	
<p><b>Experience:</b> gaining work experience that may or may not be related to your future career direction.</p>	
<p>Do you want to explore how this work experience will be relevant to your future career direction? What ideas do you have for this?</p>	





Is there specific technical and personal experience you would like to gain through your internship that would be a useful addition to your CV and could be discussed at future interviews. Do you want to record examples? Where will you record this?

*(Note: Reflection exercises provided in Exercise 5; and in the next leaflet in this series 'Moving on from your internship', exercise 3, will help you with this).*



Use the table below to help you set your specific internship goals:

**What is it you want to achieve?** If you completed the Research Development Framework exercise in the first leaflet in this series, Thinking about a PhD Internship, you will have some ideas about areas of your personal and professional life that you would like to focus on during your PhD internship. Reflecting on this in conjunction with the four key development areas - knowledge, skills, network, and experience – should help you to identify specific goals that you want to achieve.

**How do I plan to get there?** Think about how you are going to achieve your goals by making your objectives SMART – Specific Measurable, Achievable, Realistic, and within a Timescale.

**What barriers do I need to overcome?** We all have traits that stop us developing new skills or experience. Make sure you understand what your own constraints are and think of strategies to deal with them. Also consider external factors that could prevent you from achieving your goals - try to identify these and think of how you can minimise their impact.



**Are there people/organisations who can help me?** Pinpoint key people within your host organisation in order to identify how they may be able to help you achieve your objectives. Speak to your PhD supervisor, other members of your academic department, and the Careers Service to see how they can help too.

**What and where are the resources which can help me?** Think creatively about all opportunities and resources that will be available to you during your internship. This may be people to speak with, training courses offered by Human Resources or other departments within the company, a piece of equipment or software that they use, or others.

**Do I need to complete a task by a certain time?** Agree realistic timescales with your host organisation and assign a completion date to every objective and task. You may want to set daily, weekly or monthly targets depending upon the format of your internship. Meetings with your line manager regularly to discuss your progress.

**How will I measure my success?** Knowing your own measures of success and the host organisations desired outcomes will enable you to review your progress, and to learn from your experiences, both good and bad.



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## EXERCISE 2: YOUR WORKING STYLE

If you have not attended the MBTI workshop you can take a [free test \(http://www.16personalities.com/free-personality-test\)](http://www.16personalities.com/free-personality-test) online which will help you to reflect on the exercise below and record your thoughts. After completing the online test your type will be generated immediately and the results e-mailed to you. You can read a profile for your type including sections on Strengths and Weaknesses, Career Paths and Workplace Habits. Use this to answer the questions below in relation to your internship:

What strengths are going to help you in your internship?		In what ways?	
What potential weaknesses may impact upon your internship?		What problems may arise from these? How might you prevent these?	
How do you relate to colleagues?		What should you be aware of when approaching teamwork?	
How do you relate to your manager or supervisor?		What may you need to be wary of during your internship?	



### EXERCISE 3: YOUR TEAM-WORKING STYLE

Use the Belbin team roles framework to reflect on your preferred team role and the impact this may have during your internship. You can read about the different Belbin team role types [here](#). Think about which role you believe sounds most like you. Can you think of times when you have taken up this role e.g. in a part-time job or as part of your undergraduate degree? Consider how the behaviour of this type might come across to other team members. If there is potential for tension it might be worth taking extra care to communicate your thoughts and actions to your team.

Most people will naturally undertake different team roles or behaviours at different times. There are also additional roles which might not be the most natural course of behaviour for us, but which we can assume if required and you might wish to try strengthening these during your internship.

Which team role do you normally prefer to take?		What does the table indicate your contributions to a team normally are?	
What are your weaknesses?		Think how you might minimise the negative impact of these during your internship.	



## EXERCISE 4: EVALUATING AND PLANNING YOUR PROFESSIONAL DEVELOPMENT USING THE RESEARCHER DEVELOPMENT FRAMEWORK

The Researcher Development Framework (RDF) was developed by Vitae, a UK-wide organisation that supports the professional and career development of researchers ([www.vitae.ac.uk](http://www.vitae.ac.uk)). The RDF is a framework which articulates the knowledge, behaviours and attributes of researchers and which can be used by researchers to evaluate and plan their own professional development.

The table below shows an abbreviated RDF, designed for PhD students completing an internship, which you can use to aid your awareness of your development needs and goals. Use the grid to take stock of how you have been developing as a researcher. In addition, you can use the grid to help you to identify areas you would like to strengthen during/after your internship and to record your progress. There is space in the grid for you to add any additional attributes or skills, you feel are not covered in the RDF, that you would like to review.

1. **Rate yourself:** Reflect honestly on your abilities and rate yourself from 1 – 4 where 1= not at all confident I can do this and 4 = very confident I can do this.
2. **Identify areas for development:** As part of goal setting for your internship identify areas that you would like to target for development. You may choose just a small number to concentrate on although you may recognise that you also gain in confidence in other areas and are not as confident in some as you expected.

	Rate Yourself (1 – 4)			Tick all that apply
	Before your internship	During your internship	After your internship	Target to develop during your internship
<b>Knowledge and intellectual abilities</b>				
<b>Cognitive abilities</b>				
Can critically analyse and evaluate own findings and those of others				
Sees connections between own research and previous studies				
Critically synthesises complex information from diverse sources				
Recognises a range of problems, and can formulate and apply solutions				
<b>Creativity</b>				
Willingness and ability to learn and acquire knowledge				
Identifies and asks useful and challenging questions				





Creates ideas and opportunities by investigating / seeking information				
Exercises critical judgement to create new or imaginative ways of understanding				
Structures arguments clearly and concisely, producing evidence in defence of ideas				
Is willing to expose ideas to a critical audience and to critically appraise other research				
<b>Knowledge base</b>				
Understands own and related areas of research, the advances within them				
Knowledge of appropriate research methodologies and ability to apply them appropriately				
Can identify and access suitable sources of information, assessing reliability and relevance				
Ability to record, manage and handle information / data using appropriate software				
Can write in a style appropriate to purpose for specialist and non-specialist audience				
Understands and applies any statistics used in research area				
<b>Personal effectiveness</b>				
<b>Personal qualities</b>				
Able to stay motivated and enthusiastic even when work is mundane				
Perseveres in face of obstacles and demonstrates resilience				
Understands and demonstrates standards of good research practice, acting with professional integrity				
Shows confidence in defending ideas in the face of challenge from others				
Seeks and takes personal feedback on performance and acts on it				
Takes responsibility for own project, demonstrating independence				
<b>Self-management</b>				
Prepares, plans and prioritises project to meet objectives				
Shows dedication and determination in developing own research				
Manages own time effectively to deliver projects on schedule				
Demonstrates flexibility when dealing with the unexpected and adapts approach when necessary				
<b>Professional and career development</b>				



Seeks opportunities for professional and career development				
Shows awareness of own skills and attributes, and identifies ways to improve employability				
Develops and uses networks effectively for feedback and advice on work and to seek out opportunities				
<b>Research governance and organisation</b>				
<b>Professional conduct</b>				
Understands, respects and applies appropriately policies relevant for own area of work, e.g. health and safety, ethics				
Understands data ownership rules as they apply to research, ie. IPR and copyright				
<b>Research management</b>				
Has understanding of broader context of research in strategy of the institution and discipline area				
Applies effective project management through setting research goals, defining milestones and prioritising activities				
Can identify and manage risks associated with project				
<b>Finance, funding and resources</b>				
Understands the processes for funding and evaluation of research, and awareness of relevant funding sources				
Knowledge of financial management systems and manages own grant				
<b>Engagement, influence and impact</b>				
<b>Working with others</b>				
Gives and receives feedback appropriately				
Recognises impact on others when working in a team and able to contribute to team success				
Manages relationships with supervisor and peers, and negotiates to set clear expectations of them and others				
Effectively supports learning and advises others when appropriate, for example through teaching or demonstrating				
Demonstrates ability to influence and lead, by communicating confidently and convincingly				
Can build collaborative relationships with colleagues and stakeholders to benefit research and to maximise impact				





Reflecting on your completed assessment may help you to identify key skill areas that you would like to continue developing during your internship. If you completed the assessment before your PhD internship, this will also provide an opportunity to consider whether you think your level of confidence has changed since the beginning of your internship. What have you discovered about yourself and what future goals and plans are you going to develop/implement in relation to your professional development? This table is provided in each of the three leaflets in this series to help you keep track of your development and progress.



### EXERCISE 5: REVIEWING PROGRESS

Record your answers to the below questions in order to keep a record of your progress during your PhD internship. The tables allow you to record progress towards both project goals and personal development goals. These will be useful records for your progress review meetings and for future documents you may want to produce:

Internship review: project goals	
Date of review:	
What tasks have you completed?	
Who have you spoken with?	
What training have you attended / received?	
Have you written any reports or given any presentations?	
Are you on track for milestones to achieve by this date?	
If not why not? What problems have you faced? Have these now been resolved?	
If not how might you resolve these? Who might you contact for advice or information?	
What have you still to achieve in your project?	
What specific actions are you going to take and when?	



Thinking about your personal development goals use the table below to help prompt your self-reflection:

Internship review: personal development	
<b>Date of Review:</b>	
How does your progress in skills development compare to the plan you set yourself? Did you develop any new skill or attribute? Did you further develop an existing or recent skill?	
Did you encounter any problems you had to overcome?	
What is still to be achieved?	
What do you need to do to achieve these goals?	
What help might you need?	
What opportunities may you take advantage of during the rest of your internship?	
What specifically do you need to do and by when?	

You'll find more useful information about what to do after your PhD Internship in the next leaflet in this series, [Moving on from your PhD Internship.](#)



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